FORMATION OF COMMUNICATIVE COMPETENCE OF STUDENTS IN ENGLISH LESSONS

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ANNOTATION
The leading methodological principle of the foreign language discipline is the principle of communicative orientation in teaching. This principle defines all the components of the educational process in a foreign language.
In the article, the authors try to determine the most effective methods for the formation of communicative competence.
KEYWORDS: *communicative competence, English lessons, education process, ICT, innovation.*

DISCUSSION

The consideration of language as a social phenomenon (it provides communication of people) brings to the fore the training for the communicative purpose - to learn to communicate in it using both sound and graphic code, highlighting first of all reading. The principle of communicative orientation determines the content of training - the selection and organization of linguistic material, the specification of areas and situations of communication. And also, what communication skills are necessary to enter into communication to implement it in oral and written forms, and by what means it is possible to ensure the mastery of the communicative function of the language.

The principle of communicative orientation requires the appropriate organization of training, the use of various organizational forms for communication. The communicative goal of teaching English as a general learning strategy. The implementation of the main directions of the reform in the teaching of foreign languages involves ensuring the unity of teaching and educating students, their strong mastery of the basics of a foreign language, the ability to apply it in practice.

Thus, the practical and communicative orientation of the educational process in a foreign language is once again emphasized. The program on foreign languages says about increasing attention to the labor and moral education of students; The independent work of students in the classroom and outside of school hours is highlighted, and the need to use the language lab is emphasized.

The age of informatization is making its own adjustments to the traditional teaching of foreign languages. The teacher must learn how to correctly and effectively use the possibilities of information technology in teaching. At the same time, it faces problems: the conditions for the formation of foreign language communicative competence using information technologies are not sufficiently developed, and there is an acute shortage of training time due to the saturation of the program.

The main task of a modern school is to reveal the abilities of each student, to educate a person who is ready for life in a high-tech and competitive world. Therefore, the main goal of teaching a foreign language is precisely the formation and development of the student's personality, which is able to achieve the necessary level of foreign language communicative competence, to participate in intercultural communication in the studied language, independently improving in mastering foreign language speech activity. The Concept of Modernization of Russian Education defines new priorities. The leading aspect is the preparation of the younger generation for life in a rapidly changing information society, in a world where there is a constant need for new professions, for continuous professional development. The penetration of computers into the educational process contributes to

the renewal of traditional methods and techniques in the organization of the educational process.

Global changes in the political and economic life of society in the XXI century put forward the need to learn a foreign language as a means of intercultural communication. Ideally, students should not only learn to understand what is read and heard, write different texts, but also speak and understand a foreign language. It is the language activity of students that contributes to the mastery of language material. The more intense the language activity of students, the stronger and deeper this mastery, so it needs to be fully developed and formed. All these changes are due to the need to create an active educational environment that would provide students with access to various sources of information, and help meet the interests of the modern student who communicates in the Internet community.

Therefore, the modern educational process should use not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. In the normative documents, the goal of foreign language education is defined today as the formation and improvement of students ' foreign language communicative competence in the totality of all its components, as well as the development of individuality in the dialogue of cultures. The competence of a student is a set of personal qualities of a student (value-semantic orientations, knowledge, skills, abilities), determined by the experience of his activity in a certain socially and personally significant sphere. Initially, this term was used in the methodology of teaching foreign languages, then it was borrowed by representatives of other branches of science. In the federal state educational standard of the second generation, communicative competence is defined as the ability to set and solve a certain type of communication tasks: to determine the goals of communication, to assess the situation, to take into account the intentions and methods of communication of the partner(s), to choose adequate communication strategies, to be ready for a meaningful change in one's own speech behavior.

The primary component of communication competence includes the ability to establish and maintain the necessary contacts with other people, a satisfactory command of certain norms of communication and behavior, and the "technique" of communication (rules of politeness, etc.). Thus, the analysis of the definitions of the concept of "communicative competence" and related concepts allows us to identify the following approaches to the definition of the concept of "communicative competence", interpreted as:

1) The ability of the individual to enter into social contacts, to regulate repetitive situations of interaction, as well as to achieve the desired communicative goals in interpersonal relations;

2) Interpersonal experience, the basis of which is the processes of socialization and individualization;

3) The ability to communicate; the ability to effectively interact with others at their level of training, education, development, on the basis of humanistic personal qualities and taking into account the communicative capabilities of the interlocutor;

4) Qualities that contribute to the success of the communication process (qualities are identified with the communicative abilities of a person);

5) Systems of communicative actions based on knowledge about communication and allowing for free orientation and action in the cognitive space. Despite different approaches to the definition of communicative competence, scientists are united in establishing its role in the development of personality.

At present, almost no one disputes the fact that a foreign language, along with teaching communication and improving the level of general and professional culture, also has a significant educational value. In modern conditions, this is the students ' understanding of the role of learning international communication languages in the modern multicultural world, the value of the native language as an element of national culture; awareness of the importance of the English language as a means of cognition, self-realization and social adaptation; education of the qualities of a citizen, a patriot; education of tolerance towards other languages and cultures. Summing up, it should be said that the main strategy of teaching foreign languages is a personality-oriented approach, which puts the student's personality at the center of the educational process, taking into account his abilities, capabilities, inclinations and needs.

This is supposed to be implemented on the basis of differentiation and individualization of training, the use of new learning technologies, as well as the use of the opportunities of the national-regional and school components of the basic curriculum, due to which it is possible to increase the study time for learning a foreign language. The implementation of a personality-oriented approach to teaching and educating students places increased demands on the professional training of teachers who are able to work at different levels of education, taking into account their specifics.

Analyzing the experience of working in English lessons, we can conclude that good results (stable knowledge of the subject, practical skills and formed skills when working with a computer) justify the use of the project method. After all, during the design process, the type of relationship changes, the level of responsibility and competence of both the student and the teacher increases, and the integration of education and upbringing takes place. Project activity itself is characteristic of the field of ICT use.

Therefore, this method will make a significant contribution to the professional self-determination of the student. In addition, this type of activity is associated with working in a team and contributes to the development of the ability to interact with other people, take into account the positions and interests of partners, enter into communication, understand and be understood. So, based on all of the above, we can draw conclusions: - The project method is always focused on the independent activities of students — individual, pair, group, which they perform for a certain time. – The method is based on the development of students ' cognitive skills, the ability to independently construct their knowledge, to navigate in the information space. – The results of the completed projects should be, as they say, "tangible". Work on the project method involves not only the presence and awareness of a problem, but also the interest of its disclosure, solution, which includes clear planning of actions, the presence of a plan or hypothesis for solving this problem, a clear distribution (if we mean group work) of roles and tasks for each participant, provided that they work closely. - The method is used when a research, creative task arises in the educational process, which requires integrated knowledge from various fields, as well as the use of research methods. – For the project method, the question of the theoretical, practical and cognitive significance of the expected results is very important (for example, a report at a conference, a joint publication of a newspaper, an almanac with reports from the scene of events, and so on, in our case, a speech at a conference, booklets and calendars.).

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